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ALUMNI NOTES.
Murl Herrington, manual training 1913, has recently accepted a position in the manual training department of the Pittsburgh, Pa., schools.
The Misses Louise Arney, Lydia Siedschlag and May Rowley are teaching in Buchanan this year.
Miss Ethel Burton, 1913, is in South Bend, Ind., teaching in the public schools.
Miss Bernice Butler is teaching in Plainwell this year.
Miss Florence Douglas, 1913, is teaching in Gobleville.
Miss Sue Gross of the 1913 class, has a charming gift shop in Grand Rapids.
Harry Day is principal at Richland.
Miss Una N. Arnor, graded school 1906, was recently heard of from Los Angeles, California. She is now Mrs. E. A. Smith.
Miss Alpha Alton is teaching in the public schools at Benton Harbor.
Miss Ruth Campbell is at Vicksburg this year.
Mr. and Mrs. Earl Garinger of Coleraine, Minnesota, are the parents of a son. Mr. Garinger graduated several years ago from the manual training department and is teaching that work in Minnesota.
The marriage of Miss Frances McKinney, 1913, to Mr. Strough was celebrated at Christmas time at the residence of the bride’s mother in Kalamazoo. They will reside in Ohio. Miss McKinney is a very charming young woman who won many friends during her stay at the Normal.
Miss Josephine Hartgerink, 1913, is at Centerville teaching this year.
Miss Jane Cole, 1913, is teaching in northern Indiana.
Miss Olive Donovan of the class of 1913, is attending school at Michigan Agricultural College this year.
Miss Hazel DeWater is teaching in the kindergarten department of the Plainwell schools.
Miss M. Louise Huntley of Benton Harbor recently visited the Normal.
Miss Hazel Payne is a member of the faculty of the Covert High School.
Miss Harriet Riksen is in charge of the physical training work in the Port Huron schools.
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A SMILE OR TWO
Mrs. Proudman—Our Willy got "meritorious commendation" at school last week.
Mrs. O'Bull—Well, well! Ain't it awful the number of strange diseases that's ketched by school children!—Tid-Bits.

NOTHING BUT THE TRUTH.
Mrs. Donnell had a new maid, who appeared at the door of the library one afternoon, where her mistress was reading.
"There's no coal, mum," said the domestic, "an' th' fires are goin' out."
"No coal!" cried the mistress, in surprise. "Why didn't you tell me before?"
"I couldn't tell you there was no coal, mum," replied the girl, "when there was coal."

Mistress (getting ready for reception)
—How does my new gown look in the back, Norah?
Maid—Beautiful, mum. Sure they'll all be delighted when you lave the room.
—Boston Transcript.

"Are you still following those rules you used to follow, so you would live a long time?"
"No. Since I moved out to Drury Station I've lost interest in longevity."—Birmingham Age-Herald.

Some one asked Max Nordau to define the difference between genius and insanity. "Well," said the author of "Degeneration," "the lunatic is, at least, sure of his board and clothes."—Argonaut.

"I would like mightily to enjoy riches."
"Then why don't you try to marry 'em?"
"As I said, I want to enjoy 'em."—Kansas City Times.

"Do you believe in long engagements?"
"Not in the summer time. I never accept the proposal of any man whose vacation lasts longer than two weeks."—Detroit Free Press.

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The Montessori System Contrasted with the Froebel

It is within the bounds of safe judgment to call Dr. Montessori's work remarkable, novel, and important. It is remarkable if for no other reason than that it reveals the constructive efforts of a woman. It springs from a combination of womanly sympathy and intuition, broad social outlook, scientific training, intensive and long continued study of educational problems, and varied and unusual experience as a teacher and educational leader.

The fundamental principle of the system is the adaptation for normal children of the material used for defective. It is based on a radical conception of liberty and entails highly formal training of separate sensory, motor and mental capacities. This theory is not absolutely new in the educational world but before Montessori, no one had produced a system in which the elements before mentioned were combined. She conceived it, elaborated it in practice, and established it in schools. Dr. Montessori asserts it to be the result of years of experimental work both on her own part and on the part of her great predecessors; but the crystallization of these experiences into a program of education for normal children is due to Dr. Montessori alone. Her system is not as original as Froebel's but is the novel product of a woman's genius.

Now to compare it with Froebel's in practice. The similarities in principle are soon apparent. Dr. Montessori's views of children are in some respects identical with those of Froebel, although decidedly more radical. Both defend the child's right to be active, to explore his environment and to develop his own resources through every form of investigation and creative effort. Both agree that education is to guide activity rather than repress it but in the practical interpretation of this principle however, there is a decided divergence between the two. The Montessori directress does not teach her children in groups with the practical requirement that each member of the group shall join in the exercise no matter how well mediated. The Montessori pupil does as he pleases so long as he does no harm.

Montessori and Froebel stand in agreement also concerning the need for training the senses, but again Montessori's scheme for this training
is more elaborate and direct than Froebel's. She has devised a comprehensive and scientific scheme for formal gymnastics of senses, whereas Froebel originated a series of objects designed for a much broader and more creative use and not so closely adapted to the training of sensory discrimination.

As to physical education, the two systems agree in much the same way. Both affirm the need for free bodily activity, for rhythmic exercises and for development of muscular control, but the kindergarten seeks this through group games with imaginative or social content, while Montessori places emphasis on exercises designed to give formal training in the separate physical functions.

In another general aspect however, agreement between the two systems, strong in principle, leaves the Montessori system more formal rather than more formal in practice as it is usually considered by Kindergarteners. This aspect is the assertion of the child's need for social training. In the Kindergarten, this is usually done in groups and is imaginative or symbolic. That is—they play at being farmers, millers, shoe makers, mothers, fathers, etc., and each takes his part in this symbolic representation of some typical social situation. This training is formal only in the sense that the children are not engaged as the Montessori children are in a real social enterprise such as serving dinner, cleaning rooms, building toy-houses, or making gardens. The Kindergarten does not exclude this real social enterprise, but in a two hour period, there is little chance to work it out successfully. Nor does Montessori exclude imaginative group games, but in spite of her interest not only in the social training but also in aesthetic, idealistic, and even religious development, she speaks of "games and foolish stories" in a casual way which shows that she is as yet unfamiliar with the American Kindergardener's remarkable skill and power in the use of these resources. The Montessori program involves much direct social experience both in the general life of the school and in the manual work done by the pupils, whereas the Kindergarten extends the range of the child's social consciousness through imagination.

The groupings of the Montessori children are free and unregulated, while the groupings of the Kindergarten children are more often formal and prescribed.

On one point, Montessori agrees with the conservative Kindergarten, but not with the liberal. This is the direct preparation for mastery of the school arts—that is, reading, writing, etc., by means of some practice. The free Kindergarten does nothing along this line.

Both types of Kindergarten increase the child's general capacity for expression. His stock of ideas is increased, his imagination awakened and guided, his vocabulary increased and he is trained in the effective use of it. He sings songs, tells stories, recounts experiences, and recites verses all in the company of friendly but fairly critical listeners. He is not, however, taught to read and write. The Froebel Kindergarten teaches about numbers and perhaps does more fundamental work in this field than the Montessori school. The Froebel system teaches the relation of part and whole, of counting and adding, whereas the Montessori teaches dividing and uniting.

Compared with the Kindergarten then, the Montessori method presents these chief differences:

1. It practices the principle of radical, unrestrained liberty.
2. Its materials are intended for direct and formal sense training.
3. Its apparatus includes that designed for pure physical development.
4. Social means are carried out by means of present and actual social activities.
5. It affords direct preparation for the school arts.

In contrast to these elements, the Froebel system:

1. Involves a certain amount of group work in which the children are held—not necessarily by authority,
yet I must confess by authority when all other means fail—to definite activities.

2. Its materials are intended for creative work by the children and offer an opportunity for mathematical analysis and design.

3. Its procedure is rich in resources for the imagination.

In none of these characteristics are the two systems rigidly antagonistic. They practice the same theory of education, Montessori directly with immediate material,—Froebel indirectly with imagination for a background.

It must be considered that Montessori has her pupils all day long and that they come almost entirely from the uncultured homes of the laboring people. We cannot therefore expect the same system to be successful in our two hour Kindergartens, many of them made up of highly sensitive and more or less social children from refined and cultured homes.

However, the conditions such as Montessori worked in in Rome, are not lacking in some of our larger cities and it is impossible not to wish that such a school should stand in the midst of every close built city. Better of course not to have such conditions at all—that all parents be aware of child psychology and hygiene; but since this Utopian condition does not exist among all classes, we should learn of Montessori that in such districts it is well to have the school hours longer. The school should serve as a stimulus for the child’s imagination and interest and should not be the drudging, deadening process it has become.

According to Dr. Holmes of Harvard University, there can be an ideal combination of Montessori and Froebelian methods for a Kindergarten with a supervisor, one assistant and some help from training school students. This is the combination he gives: the use of Montessori material during the first year, giving to apparatus work some of the time now given to pictures and stories; Froebel gift work during the second year, introducing Montessori writing exercises at the close of the year.

This combination has not as yet been put into practice, so we have no way to know whether or not it would be a happy one. It does seem however, that the good from both ought to be able to mingle and harmonize, for after all, the two systems are based on the same original principle of education for service to mankind and to God.

SUE C. APP, '14.

Ethics of Getting a Position

The people of the present day are facing an entirely different situation than those of fifty years ago. We are looking into a world where every child may have an elementary education and even the children of the common people are looking forward to a college or a university course.

The demand for a college or a university course creates a demand for such institutions, which in turn demand able and efficient teachers. There is as great a demand in the primary and secondary schools. Every school has the right to demand the best teachers for its pupils. When we say best teachers, we do not simply mean one who has administrative as well as teaching power. The teacher must also have enthusiasm, interest in teachers’ problems, initiative, grit, self criticism, and a realization of the community as a factor.

On the other hand the teacher who has all these chief requirements or who has most of them, has the right to demand the best position that it is in his or her power to obtain.

When we consider the getting of a position on the part of a teacher, a third party generally enters. One of the most common third parties is the teacher’s agency, which in many cases is conducted for the money there is in it. These agencies have in their possession credentials concerning the ap-
Applicants for positions and when a vacancy occurs, these credentials are forwarded to the school board. The credentials are often of an exaggerated nature, because the agency is anxious to fill the vacancies and place their teachers. However, there are many agencies, conducted by intelligent, conscientious men, which are doing much good for teachers who are in want of a position.

Many teachers who are "job hunting" are those who are always hunting for better pay. The desire for remuneration for one's work is perfectly legitimate, but the best positions go to the best teachers. Therefore the teacher instead of hunting for a better position had better do all within his or her power to advance the work in the position then occupied, make one's self useful in the present work, and in time the teacher's services will be duly recognized by the immediate vicinity, later the circle will constantly grow larger. In this way, better pay will be the remuneration for real services rendered, not for a recommendation the teacher cannot live up to.

In relation to recommendations, much can be said. These are nearly always written by friends or pastors who have not seen the real character of the applicant's work, or by a former superintendent or teacher who would not consider it to their own credit to say any but virtuous things about the person. These recommendations are strong in generalities but weak in particularities; they are strong in lauding the virtues, instead of picking out the peculiar weaknesses.

Various educational institutions do all in their power in the placing of their students as teachers. Our eastern colleges place many students in the west where misfits take place. The eastern man or woman has little idea of the situation to be faced in the west. The conventionalities of the east are entirely unknown and the student proves an utter failure as a teacher.

Harvard is the one institution which has a country wide reputation for the placing of its students in desirable positions. The recommendations issued by Harvard are not personal since they are issued by a committee. Harvard attempts to do two types of work: that of securing positions for those who are just leaving the institution; and secondly, to secure better positions for those who are already filling positions. The first work is thought to be legitimate, the last work is thought to be unjustifiable. It is considered that each student should be able to better his condition for himself although the institution may point out these better positions for him. Harvard often writes to officers employing one of their graduates, asking about the kind of work done by their former student. Upon getting an account of good work from this officer, they send the recommendation to an officer having a better position to offer, thus attempting to get the better position for their applicant.

After getting a position, a contract is entered into by the teacher and school board. This contract should be binding on both sides. But teachers often think that the school board is the only party to be bound by the contract. These same teachers would think it was a most disreputable act if the school board should break the contract and discharge the teacher for any reason except gross immorality or failure to do his or her duty. If the teacher doesn't expect to fulfill her contract, she must place herself in the class of incompetent persons who are never held responsible. If the contract is drawn up for an indefinite period of time, the teacher if having a good reason may wish to resign, she may rightfully expect the school board to accept the resignation. This resignation should be sent to the officers in time to give ample time to secure a teacher to fill the vacancy.

Many schools have various methods of keeping in touch with the best teachers of the country. If a vacancy occurs, they are then prepared to fill the vacancy without the risk of a poor or incompetent teacher. The University of Illinois has two large filing cases of teacher's references which
they can turn to in case of a vacancy. This method is not only helpful to the one institution but other schools might apply to them for references. It is only fair that the best teachers should be placed in the best positions, also that the best positions should be filled with the best teachers.

In conclusion if we could warn young teachers against agencies which are mere money grabbers, and teach the principles that "real teachers make positions by the work they do," and that steadiness and contentment in the present position will bring more pay than any maneuvering after money, we would have fewer teachers who are always job hunting.

CARRIE W. MINAR, '14.

George Meredith and Thomas Hardy

GEORGE Meredith and Thomas Hardy stand as contemporary novelists of the Victorian era. Although totally unlike in literary style, they possess an intellectual kinship. From a reading of the novels, "Diana of the Crossways" and "Jude, the Obscure" this intellectual kinship is noted. Both Hardy and Meredith are Pagan in their standpoint, but they look upon life through differently colored glasses. Hardy is a deep pessimist; Meredith, a firm optimist, and each is sincere and candid in his belief. Both endeavor to depict life as it really is, but Hardy possesses a greater clearness and lucidness in his style. Meredith is not a novelist that those who run may read, he has put an immense intellect into his work and the machinery of the brain must be kept going if the full meaning is to be gleaned from his rich sentences, so compact with real substance.

Meredith, in "Diana of the Crossways" presents a psychological question, a question of the soul, and the circumstances in the book are merely its setting. Meredith came of real English stock, his father was a Welchman and his mother Irish, and he has made his heroine essentially English, possessing their common heritage, love of liberty and nature. His wide reading and early travels have made him cosmopolitan in spirit and brought out a fine feeling for international antithesis. He was drawn to literature from a desultory study of law and spent his later years in close contact with nature, in the country of Sussex among the birds and flowers which, with children, he loved passionately. He was primarily a poet and puts into his novel the sympathetic insight of the poet.

"Diana" was published in 1885, and was the masterpiece of his period of concentrated interest. The action revolves about the beautiful, clever, Irish orphan, whose closest friend is Lady Dunstane. While a guest at her friend's home, she discovers that Sir Lukin Dunstane tries to take liberties with her and her impulsive nature "given to panics," as she admits, in proud and sensitive recoil, rushes her into a loveless marriage with Augustus Warwick, a cold, self-satisfied barrister whom Lady Dunstane likens to a "house locked up and empty." Diana is not capable of acting the passive verb in the alliance
and soon comes the crisis, the slander
and the ordeal of social reproof.
The second phase of Diana's career
begins with her authorship, when she
turns to mental activity to restore her
broken self-confidence. But this one-
sided existence is cramped and
stunted, her strong love wells up in
her heart. She makes a second mad
plunge, agreeing to elope with Percy
Dacier. Then comes the great blow
which humbles her in the dust, but she
arouses and with an unabated power
of really loving. She realizes at last
the superiority of Thomas Redworth,
who is the embodiment of steady
sense and practical competence. He
has loved her from the first night he
met her, but held back because of his
bank account, wishing to be in a posi-
tion to offer everything to this superb
piece of womanhood. She was finally
cured of her girlish sentiment and
marries Redworth. It was then that
she could say, "Who can really think
and not think hopefully? When we
despair and discolor things it is our
senses in revolt and they have made
the sovereign brain their drudge."
Herein lies the optimism of Meredith.
The book is full of hopefulness and
leaves you with a feeling of faith in
God and the world.

The characters are taken from the
upper class and the brilliant heroine
"all nerves and impulses" gives a
dash to the story, but often her
actions form a point of departure for
psychological explorations, which
bring in periods of tedious reading.
There is an impatience in preparation
too which makes it necessary that
many things be swallowed as indi-
gestible facts. He singles out three
qualities—spirit, pride and courage—
and throws them repeatedly into the
strongest relief. His obscurity may
be traced to several sources. This im-
patience in preparation or a certain
indifference in background is one
source. We are not always sure of
the scene of action and are left to im-
agine the setting in some instances.
This defect combined with a "tough-
ness of phrasing" accounts in a mea-
ure for his obscurity. Then his style
possesses certain idiosyncrasies, be-
ing compressed and elliptical in places,
thus forming a barrier to appreciation.
Somewhere he has said, "Our books
contain the best of us." In "Diana"
he has given himself up to epigram
which brings out his philosophy.
Diana is made to say, "To be point-
edly rational is a greater difficulty
than a fine delirium." Throughout
the book he preserves the same rela-
tion of man to woman. He exposes
sentimentality fiercely, but upon the
great triod, blood, brain, spirit, he
builds characters who are inspiring.
"Jude the Obscure" does not stand
in the same relation to the rest of
Hardy's novels that "Diana" does to
all of Meredith's, its rank is not so
high. There is a narrowness of vision
in his novels which is intensified in
the "Jude the Obscure." His gift lies
in the splendid descriptions of rural
life which gift is his by birth and early
training. He was born in the woods
in Upper Bockhampton in a tiny place
which still retains the dimensions of
its infancy. He rarely left his home,
jealously guarding his privacy which
accounts for his limited vision. His
home was one of typical simplicity,
the living room had a floor of stone,
the ceiling was cross-beamed, and at
one end of the room was the spacious
fire-place. He became an architect
and this may have helped him in the
construction of his novels.

As has been previously said, he was
a confessed pessimist, he seems to
have no faith in God or man, but a
wonderful love of the trees, plains,
and rivers. He brings out the prim-
itive problems between man and Na-
ture as they stood a thousand or more
years ago. He deals boldly with the
primitive passions of man. In "Jude
the Obscure" he seems to delight in
making everything come out wrong.
His main interest in the novel is love,
the sensual love. He hardly cares for
children, the hanging of the little
children by their half brother forms a
revolting scene. Family ties count
for little and the individual's ambition
for a career is almost lost in the glory
and justification of passion.
Jude is an orphan boy with high ideals for his future inspired by his young schoolmaster. When a lad, he unwittingly fell in love with an ignorant country girl and his marriage with her substantially obstructed his progress to his ideal. His experience ended in misery and their separation and again he strives to work toward his goal which is a university education; but again fate, in woman's form, interfered when he became infatuated with his cousin, Sue Bridehead. He lives with her in defiance of all conventional moral law and there are periods of mad happiness, but deep despair always follows. At last Jude drinks the cup of bitterness to the dregs, loses ambition, the woman he loves, self-respect and dies in hopeless anguish, his spirit overpowered by the body. A tragic air pervades the whole story and leaves a feeling of the unjustness of things. In opposition to spirit, pride, courage, stands a certain glorification of the senses. Jude brings before us a spectacle of man's unjust fate and we come face to face with the thought that if society and civilization has a refining it also has an effacing power.

The defect in the novel is a "coarseness" of phrasing, a lack of delicacy which is at times too revolting, as in the first meeting between Jude and Arabella. Though he is not a moralist, he brings before us the hateful-ness of cant, and the cowardice of mere propriety. In Jude he points to a great fact in ethics, that the human will has certain limits and if the struggle is great enough, he will give in. Jude, in giving up his youthful ideals, experienced this mastery of body over spirit.

But in spite of the tragic note, there is a fine humor throughout which is displayed in the unsophisticated rustics who cannot do otherwise than show their simplicity. His characters are all drawn from the lower class, as opposed to Meredith's selection. It is in the life of the common folk that Hardy excels. There are too, touches of pathos, but Hardy's pathos is not the kind to draw a tear. After such glimpses one settles back with a dull, hopeless feeling that fate is the swayer of man's destiny and all opposition is useless. His characters epitomise the struggles and passions of the human race. With Hardy we see life as a vast tragedy with men and women emerging from nothingness, suffering acute mental and physical sorrow, and passing again into nothingness.

Both Meredith and Hardy look upon life in its reality. But Meredith saw the ironies of life and rose above them; Hardy saw the irony alone and could not rise, the wings of his faith were broken. MAUDE UDE, '15.

AMES FENIMORE COOPER

AMES FENIMORE COOPER was the first American novelist to win cosmopolitan fame. No other productions, with the exception of Uncle Tom's Cabin, are more widely read. Cooper's novels have been translated into the German, the French and the Italian languages. Such being the great renown of our early novelist, it behooves us to inquire into and consider the nature of his productions. "Cooper was the first to paint for Europe the portrait of America." No writer has pictured so vividly or so truly our American forests. The descriptions are so clearly drawn that we would almost think ourselves in the midst of the scenes portrayed. Balzac said of Cooper, "If Cooper had succeeded in the painting of character as well as he did in the painting of the phenomena of nature, he would have uttered the last word of our art." We may not entirely agree with Balzac, but we must give Cooper credit for his wonderful nature sketches.

We are now living in an age far remote from that pictured by the author. With our whistling locomo-
tives, our automobiles and our electric conveyances, it is somewhat difficult for us to enter into the true spirit of an early nineteenth century writer. Our mental pictures of the pathless forest, the skulking wild animals and the Indian are not so vivid as were those of our forefathers.

Cooper is often referred to as the American Scott. He has been accused of imitating Sir Walter Scott. One may be able to see certain resemblances in the writings of these two men, but Cooper was too voluminous a writer to have this hold true in its entirety. In Scott’s novels we witness tournaments and jousts, meet outlaws in the forests, are given views of customs and characters of the mediaeval life. Cooper takes for his background the Indians, frontier life and the American forests, with an intermingling of the historical. “Cooper’s is a nature with but few historical moments, while with Scott we find this element of history very strong.

Cooper was the first to introduce the American Indian into our literature. In Uncas and Great Sarpent we find the author’s ideal Indians while at the same time he pictures the treacherousness of the Mingos. We get ideas of the Indian customs and their life, their stoicism and power of endurance.

Cooper’s attitude toward pioneer life was one of sympathetic and intelligent interest. His book called, “The Pioneer,” pictures life on the outposts of civilization.

In Cooper’s novels, there are forty different ones, we will find much to criticize, both favorably and unfavorably. That there were grievous faults is not to be wondered at, when we consider the prolific output from the author’s pen.

Cooper confines himself to no form. He simply adds incident to incident with no regard to any standard of writing. Then again, he goes so much into detail that he becomes tiresome. Even Leatherstockings, much as we admire this master character, becomes wearisome at times.

Cooper’s characters have been much criticized. His characters are not besieged lords and captured ladies, but distinctly from the common people. Some of his creations will, however, exist as long as America has a literature. Such characters as Leatherstockings, Uncas, Hardheart and Tom Coffin will not die. Thackeray thinks characters of Cooper’s are quite equal to any of Scott’s. In fact, he thinks Leatherstockings better than any Scott has portrayed.

Here and there we find the humorous element coming to the surface. We are amused at the discomfiture of Master Cap when Pathfinder and Jasper take him over the falls. We smile at the young braves whom the captive sends sprawling in the dust, as he “runs the gauntlet.” But the playful, witty strain is not frequent. In this respect the author differs from Scott.

In “The Spy” there is the serious strain throughout. Here we get a glimpse of that patriotic feeling of the author which is found in so many of his books. Poor Harvey Birch is a unique character admirably drawn.

In “The Last of the Mohicans” we find several meritorious characters. Here we find Cora and Alice Munro, Uncas, Great Sarpent and Leatherstockings. Here, as in nearly all the books, we find at least one weak character. The “crack-brained psalmodist” is decidedly a bore.

Cooper’s women are severely criticized for their weakness. Cooper’s knowledge of the opposite sex was very limited, which accounts in large measure for this fault, making “it in range rather than in quality that his portraiture of women is deficient.”

Then too, in Cooper’s day it was the common idea that woman to be truly womanly must be of the “sweet, clinging” type. This is very different from our conception of the ideal woman of today. I doubt if Cooper had heard even the faintest rumblings of the Woman Suffrage movement.

Judith and Hetty Hutter are considered by many as the masterpieces of Cooper’s women characters. Then we have Cora Munro with her unselfish devotion to Alice, and as for Betty Flanigan in “The Spy,” Miss Edge-
Miscellaneous Contributions

THE WORK OF A COUNTY COMMISSIONER OF SCHOOLS.

The activities of a county commissioner of schools may be seen, at least in respect to his visits to schools, from the following facts, which summarize the fall campaign of Commissioner Robinson of Branch county. It will be well to recall that Branch is not a large county in area.

The Commissioner traveled 1,022 miles in the work incident to visiting each of the 125 districts. In summary his record of visits shows these facts:

Number of children on the census roll (outside the city of Coldwater) between the ages of 5 and 20, 5,029.
Number of children actually attending school, 1,398; number of teachers employed, 150; number of County Normal teachers, 44; number of school officers, 384; number of buildings heated by steam, 4; number heated by furnace, 6; number heated by modern heating and ventilating systems, 42; number having jacketed stoves, 20; number heated by ordinary stoves, 53; number districts without a library, 7; total number of volumes in districts maintaining libraries, 20,550; number of school houses without flags, 12; number without dictionary, 8; number without water supply on grounds, 15; number with old-fashioned straight back benches, 5; number with poor out buildings, 40; number with poor school buildings, 16; number whose buildings and equipment approaches the state department's ideal for a standard school, 22; average wages per month paid to teachers outside village schools, $45.53; number teachers hired by year, 150; number teachers hired by term, 6; number teachers who take no educational papers, 7; largest enrollment outside villages, 41; smallest enrollment, 6. The commissioner rates as excellent 50 of the 156 teachers; as good, 75; as poor, 25; and as worthless 6. The truancy law is well enforced. People in general are pleased with its workings.

EXTENSION COURSES.

Short courses, institute and correspondence courses in industrial subjects, especially as relates to agriculture, are accomplishing truly wonderful results.

In the United States in the year ending June 30, 1912, the total number of institutes held was 7,598, consisting of 5,328 one-day meetings, 2,015 two-days, and 247 three or more days; an increase over the previous year of 1,380 one-day meetings, and 288 two-days. There was an increase in three or more day meetings of 33. The whole number of days institutes held in 1912 was 10,191, an increase of 2,146 over 1911.

The number of sessions was 19,430, or 2,689 more than were held in 1911. This increase, taken in connection with the average attendance per session, measures accurately the progress of the work. It shows an advance of more than 16 per cent over the sessions of the previous year, while there was an actual increase in attendance of 257,342, making a total for the year of 2,549,190.

In addition there were special institutes and other facilities for instruc-
tion such as movable schools, educational trains, field demonstrations, independent institutes, fairs, picnics and conventions, reporting an aggregate attendance of about 1,500,000, and making the grand total attendance at institutes of all kinds for the year, 4,029,546. Five states had institutes for young people and women's institutes were held in eight states.

Short courses in Agricultural College increase the foregoing figures to almost unbelievable proportions. In Michigan, which is by no means a leader in this respect, enrollment in short courses has grown from 45 in 1897 to 326 in 1913, and in the 17 years more than 3,000 men and women have taken the winter short courses. It is interesting to note that this year for the first time the Michigan Agricultural College will enroll over 2,000 students.

CURRENT GEOGRAPHY IN CURRENT LITERATURE FOR THE YEAR.

**Africa**—

**Australia**—

**Asia**—
Non-Christian People of the Philippines. N. G. M., Nov.

**Europe**—
Saone Valley. J. G., Nov.
German Forests and Forestry. P. S. M., Dec.
Greece and Montenegro. N. G. M., March.

**Commercial Geography**—
100,000 Acre Business. W. W., Jan.
Hawaiian Rubber Culture. F. S. M., Je.
Oysters. N. G. M., March.

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L. H. WOOD.

**EXCHANGES.**

The "Optic" says that Olivet College has the largest freshman class in the history of the college. There are more boys than girls in the class.

An article in the M. A. C. "Record" defines college spirit as "a harmless form of temporary insanity." We should have more craziness of this kind.

The "Signal" which is published by the students of the State Normal School, Trenton, N. J., mentions an appropriation of $10,000 for the purchase of a new athletic field, and $85,000 for a new four-story building.

Nothing but the "N" is to be allowed on the Ypsilanti campus in the future. High school and all other college letters are barred.

Many of the exchanges are excellent but the name of the school by which they are published is not made prominent enough. In some cases it takes a very careful search to find the name and location of the school.

"Say there is a small matter which some of our subscriber$ have seemingly slighted. It is positively neces$sary that we have some in our bu$iness. Please do not forget that your subscription ha$ been due since the
first of October. If you have not yet paid, please do so soon. We need the 'mon.'—"The College Eye," Iowa State Teachers' College, Cedar Rapids, Iowa.

Some of the best student stories are found in the Battle Creek High School "Key."

"The Central Normal Bulletin" for December contains an especially valuable article by Professor C. F. Tambling on "The Purpose of the Normal School in Sanitary and Civic Education." This article has also been published by the State Board of Health.

Coach Brown for Ypsilanti says in the Normal College "News" that the reason they could not win from W. S. N. S. was that the men talked too much and were penalized too heavily.

Ypsilanti football men elected Kishigo, a full-blooded Indian, to lead the team in '14.

The Lansing high school paper, "The Zodiac," is urging a "brand new gym."

"The Tatler" of the Marquette High School has a very interesting alumni department.

The Jackson High School "Reflector" has excellent literary and joke departments, and the school news is exceptionally well presented.

"The College Index" for December was a most excellent number.

"The Student" published by the Port Huron High School, put out a Christmas number which was a great credit to the school and to the editors.

"The Live Wire" which comes from the New Washington, Ohio, High School, is a good piece of work. The Christmas editorial was splendid.

The December "Delphian" shows the life and work of the Kalamazoo High School to good advantage.

"Said and Done," the Muskegon High School publication, was greatly enjoyed last year. This year has brought no number in exchange.

The Winona (Minn.) Normal Bulletin presented a thoroughgoing study of "The Eliminated" in its issue for November. Data was obtained from 49 of the 100 schools questioned. The students studied were those enrolled in special short courses in high schools. The spirit of these young people who have been eliminated from regular courses is described as "exultant."

The "Kinnikinick" of the State Normal School, Cheney, Washington, had an excellent article by Mary Ensfeld in its November issue. Miss Ensfeld graduated here in 1906 and from Michigan University last June.
Delights of Work is a factor in our lives without which nothing truly worth while would ever be accomplished. Work is the mother of achievement but play is the father, for surely all work and no play would never accomplish things. We must have a happy union of the two. For this reason we were given three long, joyful weeks of relaxation and merry making. For many of us, this joy was enhanced by the pleasure of a glad home-coming and for those to whom this was not an unusual pleasure there still remained the joy of rest and relaxation. The holidays given us at the Christmas season seem to be full of such varied and impressive emotions as to render them difficult to express in so many words. There are joys of family gatherings which happily mingle the sublime and the gay. Then there is the deep-seated, divine emotion of the Christmas Eve services and closely following this, the gladsome, hilarious Christmas morn when stockings are emptied, ribbons untied, seals broken and festivity reigns supreme. I am sure we all have felt these happy experiences and because of them are the more efficient and better prepared for the new duties which await us at the opening of this new term and the year 1914. May the delights of vacation linger in our memory throughout this new year and prove that our vacation was really a very beneficial and profitable three weeks.

Library During the holiday improvements, the walls of the Library have been decorated and five new stacks have been added. These new facilities have made possible a less crowded and more readily useful arrangement of books. This rearrangement the librarians made with unstinted care and labor, perhaps no better way will be found by either teachers or students to express due thanks for this increased service by the library than to patiently and intelligently conform in all matters both general and in detail that partake of the nature of rules for the most cooperative and economical use of the books. The library habit is one of the best habits a teacher can have, and all of us who do teach or who plan to do
so in the future, should help ourselves and each other in reducing library conventions to automatic and unerring responses. Then beyond this necessary phase of our library habit, let us this year widen our interests by spending some of our leisure in making new periodicals and books come within the circle of our friendship. With so much of the wealth of the intellectual and spiritual worlds at our hand, let us invest more of our time in taking possession of all that we can for individual and social use.

“My Nature Study Sanctuary.” In the “Nature Study Sanctuary” Review” for last month there appeared an editorial, which was such a sensitive and whole hearted appreciation of Nature’s challenge to the noblest ambitions of the soul, that we cannot forebear reproducing it in this first number of the RECORD for the New Year:

“No architectural pile contains my shrine. My sanctuary has no marble walls nor pillars, no gilded dome, no cunningly wrought brazen doors to shut it in. There are no aisles, dimlit through stained glass of the masters. No frescoed nave is there, no surpliced choir, no tonsured priest, no hand-made jeweled altar, no sacred relic with its miraculous power.

“My sanctuary lies secluded deep in the autumn woods. The spire of a mighty pine, sole survivor in the region of a glorious race, marks the spot. It rears its plumed head high above scarlet maples and yellow gold of fading birch. Gray, lichen-tinted trunks uphold a canopy of glowing color. Here amid these massive pillars is a rocky amphitheater girt about with granite walls. What titanic blow hollowed out this rocky dell? Now the uncouth force is shielded by a wealth of delicate plants that hide the rocks and cover up their scars. Parmelias and red topped Cladonias with hosts of other lichens have smoothed the rough rock edges. Polypody ferns and spleenwort are growing in the crevices and the evergreen wood fern hangs out its great fronds from the deeper earty-filled hollows. Here on the level floor cinnamon ferns rear their clustered leaves and the thick moss raises a host of brave hairy capped heads.

“Into the brooding quiet of this retreat I have stumbled on my ramble. The exquisite beauty of the place charms me. Incense from the sacrificial leaves of autumn trees fill the air. A flock of clear toned white throats voice my yearnings. Scant intimation here of the travail of the centuries. Peace prevails. The fern fronds quiver with the shedding of their spores. The pine, yonder, rears its stately crown in pride of achievement which I feel if it may not. The chickadee, chasing up its trunk, is playful with the joy of living. I, too, thrill with the pulse of being. I, only, comprehend the eternity long process, wide as the universe, that has operated to produce all this.

“I am the acme of things accomplished, and I am an encloser of things to be. Immense have been the preparations for me. Faithful and friendly the arms that have helped me. All forces have been steadily employed to complete and delight me. Now on this spot I stand with my robust soul.”

“May no low-born, clinging remnants of my animal past impede me. May I, conscious of the mighty onward movement of the ages, consciously align myself, my life, with it. May I, each day, with smiling face, willingly assume the daily tasks, striving nobly to add my small quota to this increasing progress. Like a mighty battle-tide the evolutionary movement marches on sweeping into oblivion or disgrace men and nations that oppose it. I, then, will banish craven cowardice and courageously march with the advancing cohorts, struggling ever, with firm faith that the growing cravings of my soul are at once the revelations of the kindly spirit of the universe and prophesies of their achievement.”
TRAINING SCHOOL

LANGUAGE FROM THE GRADES

Training School, Dec. 5, 1913.

Dear Second Grade:

We received your letter asking for a child to tell a story to you. If it is convenient to you we will send a child Friday, Dec. 5, at 2:45. Would you like a Christmas story?

Lovingly, Fourth grade.

Note: As a motive for letter writing the second grade wrote a letter to the fourth grade asking for a child to come and tell them a story. This is the fourth grade's reply. Ruth Boyce and Dick Westendrege told the stories.

Training School, Dec. 1, 1913.

Dear Pauline:

Are you sick? We hope you are not. We had a nice Thanksgiving vacation. We ate turkey. Alice and Kate went to a farm in an auto. Helen Curtenius had a party and danced. Louis J. and Harold W. played out-of-door games.

Lovingly, Grade II.

Note. The above letter was written to a sick child the day after Thanksgiving vacation. It was a group problem. After the form was decided upon each child made a copy. The best copy was sent to Pauline.


My dear Florence:

We reached here last Wednesday but I have been so busy sight-seeing that I have not had time to write before. I have not seen half of London but will tell you something of what I have seen. We started out by visiting Westminster Abbey. Almost everyone goes to see the poet's corner first as there are busts or statues of many of the English poets and even some from other countries. Here we saw the bust of Longfellow. Then we went to see the coronation chair. Under it the Stone of Scone which Edward the First captured from the Scots when he took William Wallace. The Scots believed that Jacob had rested his head on it when he had his dream and it was a great blow for them to lose it. All of the Scotch kings have had their chapels in this Abbey. We saw them all; the most gorgeous one was the one that Henry the Seventh built.

From here we went through the Tower of London. It has been used as a royal residence, a fortress, a prison and is now a storehouse and museum for the crown jewels and many old arms and instruments of torture. We saw all of these and also the Bloody Tower in which the Princes, Richard and Edward, were murdered at their uncle's command. Hardly anyone was kept in this tower for a real crime but many were put to death by some king who wanted to get them out of the way.

Another thing of interest is the Bank of England. But I cannot tell you about it now as we are going over to Picadilly Circus.

Your friend, Dorothy ——,

Seventh grade.

THE TWO ANTS.

Once an ant was crawling along the road. He met another ant. There was a grain of wheat before them. Each one wanted it so a quarrel soon arose. Just then a third ant came along and took the wheat.

Moral: Do not quarrel.

Note: The fourth grade children have studied the fable. This is an original one written by William Howard.

A SOUTH AMERICAN CHRISTMAS TREE.

One little grain of coffee grows up into a big coffee tree. We haven't the kind of Christmas trees that you have here in my South American home, so we use the coffee tree. Our father goes out Christmas morning and looks for a coffee tree that is fit to be cut down. Sometimes our Christmas tree is full of white blossoms and oh, so pretty.

We decorate the trunk of the tree with ferns and moss. Then all the heavy presents are arranged about it. The smaller ones are hung from the limbs.
After six o'clock in the evening we all come into the room to see the tree. After we have our supper, some one plays and we skip about the coffee tree. Then comes the most joyful part of all when we receive our presents. You can imagine how pretty a coffee tree all in blossom will look when all the candles are burning and all sorts of presents and decorations are hanging from the boughs. Perhaps some day you will come to South America and see for yourself how our beautiful Christmas tree compares with your northern evergreen.

Clara Flye, Grade VI.

FEEDING THE BIRDS.

It is in front of a little stone cottage that our lady and her little tots are sitting. All are paying very good attention to the bowl mother has in her lap. A very big bowl it is, indeed, and if mother should drop it none of the hungry babies could have her nice breakfast of warm milk porridge. The pet hen creeps slyly about hoping some porridge will fall so that she can have it for her babies. The first little tot to the right who has just had her share looks inquiringly into the other baby's face as if she would like to see if her sister enjoys it as much as she did. Last sits the third little bird comforting herself with her dolly. Mother patiently tips up her wooden bench to feed her darlings. When they have been fed she will have the remaining porridge for herself. A vine twines around the eaves making a pleasant shade. When they are through eating four pairs of wooden shoes will go clop clop, clop, into the homelike little cottage.

Alberta Hyman, Grade VI.

THE SICK QUEEN.

The queen lay in her bed moaning, groaning and scolding. "It must be paralysis," said the hundredth doctor who had been summoned to see what was the matter with her Royal Highness.

"No, you dunce, can't you see the trouble is in my head?" said the queen in a haughty tone as she nodded to the guard. "I guess something is the matter with her brain," muttered the aged physician as he was dragged out by the guards and thrown into a dungeon.

The next day her Royal Highness pretended to be near death. But she wasn't very good on that kind of a stunt, although she put talcum powder on her hands and face and pretended to faint. I can't criticise her fainting as she did it to perfection. In came another doctor. The queen fainted. "Oh, the poor thing has —" He didn't say any more for a maid of honor interrupted with, "You must not call Her Majesty 'poor thing.'" But before he had time for another word the queen began to recover from her fainting spell. She nodded to the guards. But before the guards could reach him he gave out this prescription, "The only thing that will cure your Majesty is a sad man's hat."

A company of guards and lords went out to gather the hats of sad men in that country. When they came back to the queen they brought the hat of every man in the kingdom. Then for the first time she saw the unhappy condition of affairs in her country. That cured her and she got up and worked so hard for her land that the people will never forget her. I cannot locate that country on the map. I tell this tale as it was told to me.

NANETTE DESENBERG.

TWO FESTIVAL DANCES.

The following dances pictured in this number of the Record, were two of the most expressive given by the training School pupils in the recent festival.

The American Stocking Dance is original with the pupils of grade III under the sympathetic direction of Miss Frost. (Editor).

ST. NICHOLAS SHOE DANCE.

Costume—Dutch caps, aprons and wooden shoes; a third shoe held in right hand; 6-8 time.
I. Enter in a single file, polka step, on heels bending right and left and clapping shoe and hand on first beat of each measure. Form circle around the tree. (16 meas.)

II. Face centre. Step forward on right foot and hop raising left knee; repeat left right, left, clapping shoe and hand on the first beat of each measure. Repeat, going backward. (8 meas.)

Repeat all. (8 meas.)

III. Right foot forward. Bend down and knock shoe on the floor twice (1 meas.); raise and clap overhead twice (1 meas.); repeat twice (4 meas.) and turn in place, spring on toes (waving shoe overhead) (2 meas.)

Repeat all. (8 meas.)

IV. (a) Face partner. Slowly kneel on left knee (holding shoe in left hand and knock heel of shoe four times with right hand closed to imitate a cobbler). (2 meas.)

(b) Partners knock shoes together four times (still kneeling). (2 meas.)

Repeat (a) rising slowly; repeat (b) standing. (4 meas.)

Repeat all. (8 meas.)

V. Face centre. All advance to centre 8 steps and place shoes in a circle about the tree. (4 meas.) 8 steps backward. (4 meas.)

Join hands and all skip around the tree.


Note: The description by G. T. Kimmins is the same as is described in the book with the exception of the first and last steps.

STOCKING DANCE.

Costume—Children wear night-clothes and carry stocking in right hand.

I. Running step form a circle about the tree. (32 meas.)

II. March, stocking held forward with both hands; body swaying left and right. (16 meas.)

III. Face centre. Each child grasp stocking of the one on the left. All side skip right (8 meas.); side skip left (8 meas.)

IV. Stockings still held horizontally but high. Walk forward 8 steps (4 meas.), walk backward 8 steps (4 meas.); repeat (8 meas.)

Walk forward 8 steps (4 meas.,) kneel and hang stocking on the tree.

Walk backward 8 steps and face partner (8 meas.)

V. Hands on hips; 4 slides toward centre (2 meas.), turn about in place with four hops (l. rt., l. rt.) (2 meas.); 4 slides outward (2 meas.), turn about (2 meas.). Repeat (8 meas.)

VI. All march (slowly) around the tree to the right, rubbing eyes and yawning as they go off to bed.

Music—2-4 time; used, “The Yule Dance,” in The Guild of Play Book of Festival and Dance, Part II.
DOMESTIC SCIENCE IN THE TRAINING SCHOOL.

During the fall term cooking has been taught in the first, second, third, fourth, sixth, and eighth grades of the Training School.

In the first grade the aim in cooking is to let the child do some of the work he sees being done around him and through this activity for him to begin the formation of habits of observation, order, neatness and cleanliness. Simple problems, such as making of apple sauce, drying of apples, cooking of prunes, are taken up. At Thanksgiving time this grade entertained the kindergarten children and served cranberry sauce they had made.

In second grade the primitive processes of cooking are discussed. In connection with this work apples, potatoes and meat were roasted over a bon-fire out of doors.

In the third grade the aim is to give control over materials, to form habits of accuracy and responsibility. During the term the children visited the remainder, members of the Kalamazoo Musical Society. The presentation of the Messiah, which is given at Christmas time by many of the large musical organizations throughout the country, is always a big undertaking and that it was given with such pronounced success under his direction is a tribute to Mr. Maybee.

Assisting the chorus were four of the leading artists of Kalamazoo and Chicago. Mrs. Hildred Hanson Hos-
tetter of the Normal music faculty sang the soprano parts as she has never sung before. Her beautiful, clear voice carried in the big gymnasium to the farthest corner and the audience was delighted with her every number. In the big aria "I Know That the contralto, whose voice received most favorable comment from foreign musical critics and who always delights home audiences, sang the contralto part and more than pleased with her solo numbers.

The tenor, John Miller, of Chicago, has never before been heard in this city and the rare quality of his voice particularly prepared him for the high part in the oratorio. His numbers, without exception, were received with enthusiasm by the audience.

To the accompaniment of Fischer's orchestra with Mr. H. Glenn Henderson at the piano, the chorus and soloists sang and the volume produced was sufficient to fill the big room, the

My Redeemer Liveth" she was heard to best advantage.

Arthur Middleton of Chicago, a baritone whose artistic triumphs are well known, sang the Messiah numbers with voice and interpretation which were wonderful. He has sung this part many times and the finish he is able to give places him in the front ranks of oratorio artists.

Miss Della Sprague, of Kalamazoo,
acoustic properties of which are none too good. Too much cannot be said of the chorus work, which was perhaps best at the climax in the Hallelujah Chorus. Frequent and earnest rehearsals gave a finish to the numbers rendered by the chorus and it is not extravagant to say that there has never been finer chorus work in Kalamazoo. To Mr. Maybee is due a great deal of credit for the unusual success of this concert which brought to the Normal a crowd unprecedented in size and appreciation. The co-operation of the Kalamazoo Musical Society was a big factor in the successful production of the Messiah which brought together the musical interests of the city and the Normal.

MUSIC NOTES.

Several new courses adapted to the work of upper grammar grades and high school will be offered during the summer term.

Mrs. Hildred Hanson-Hostetter sang in a recital at Oak Park, Chicago, Friday evening, December 12.

The Normal School Orchestra furnished the instrumental selections in the Christmas pageant.

The chorus under the direction of Mr. H. C. Maybee began rehearsing on Mendelssohn’s Hymn of Praise at the opening of the winter term.

The Men’s Glee Club will appear in a music program at assembly the last of January.

MODERN FRENCH MUSIC.

It is safe to say that no school of composition has made such rapid and self-assertive growth as the ultra-modern French group of composers. While acknowledging both the intrinsic merits and historical importance of Gounod, Massenet, Saint Saens, Bizet, it is useless to deny that the present generation has made noteworthy advance in the attainment of such essential elements as originality, force of expression and reflection of human sentiment.

We must remember that scarcely more than a generation ago French opera was synonymous with such works as Gounod’s, Faust, Bizet’s, Carmen and earlier works of Massenet. While these works maintained the traditions of French opera with charm and brilliance, it is impossible not to recognize certain shortcomings in comparison with the type of opera established by Richard Wagner.

French instrumental music of the same period was represented by the symphonies, concertos and chamber music of Lalo, Godard and Saint Saens. Here, especially in the case of Lalo and Saint Saens, we find distinction and charm, but a lack of sturdy conviction so necessary in music of lasting quality.

Much of this may be ascribed to the relative unpopularity of instrumental music at this time. These men should be considered as pioneers who did much to popularize these forms of composition which were ill-appreciated by the Parisian public in comparison to their liking for opera.

Cezar Franck of Belgian origin, but later a naturalized Frenchman, acted as a stimulative force of unbounded vitality toward the growth of modern French music. At the Paris conservatory all instrumental composition was neglected in favor of preparation for the Prize of Rome for which the test was a dramatic cantata. Accordingly Franck gathered around him a group of young enthusiasts for lessons in composition. He founded his instruction upon the work of Bach and Beethoven and taught the spirit and substance of classicism, thus inspiring his pupils with a thirst for technical perfection, combined with a depth of sentiment and truth of expression hardly to be found since Gluck.

Franck’s more prominent pupils, Duparc, d’Indy, Chausson and others who were affected by his example, have given French instrumental music an uplift which is responsible in a large degree for its achievements today. The life of Franck is a chronological list of his compositions, for it
in itself was without adventure, diversion, or excitement of any kind. To many it would seem a life of drudgery without recompense or reward. When he was not giving lessons or composing he was in active service of the church in which he was a most faithful believer and worker.

Of Franck's pupils the first of importance by virtue of his artistic accomplishment as well as his innate qualities of leadership is d'Indy—now a man over 60. Of an aristocratic lineage he has placed his tireless energies most democratically at the service of all earnest students after the manner of his master.

After a little study of law and preliminary work at Paris conservatory he became Franck's pupil and acknowledges obligations to him alone. A charter member of the National Society of Music, since 1890, d'Indy has been its energetic and progressive president. In 1896 he founded the Schola Cantorum, an excellent educational institution with lofty ideals. In 1884 he won the prize for the city of Paris for a choral work, “The Song of the Bell.”

d'Indy possesses a wonderfully magnetic personality and a most acute intellect. With this is an inflexible will and dynamic energy which enlarged his faculty for self-development to which he owes as much as to his native gifts.

d'Indy has been decidedly prolific and only a few of his most important works can be mentioned. The first pronounced success was Wallenstein, a trilogy of symphonic poems after Schiller's dramas. Following were two operas, Fervaal and the Stranger, both of which show Wagner's influence—the first more than the latter. His piano music is relatively unimportant, but “A Poem to the Mountains,” op. 15; a sonata with a few others deserve mention.

d'Indy’s most manifest harmonic evolution is the freedom, skill, and beauty of his part-writing. His use of modulation is truly striking, also the use of augmented chords and the whole toned scale.

Of the men who are working along the same line as d'Indy, Chausson, Duparc, Ravel and Faure are most prominent. Faure belongs to the older school and it is only his more recent compositions which have the unusual character of the modern French. These men are all indebted more or less to Cezar Franck and also show the influence of Wagner's work in opera.

The only modern French composer who absolutely disclaims any influence from Wagner is Debussy, who is best known of the modern Frenchmen. He is typical of musical impressionists of this day and is the most gifted and interesting figure in the musical world. A true Frenchman he was educated in the Paris conservatory where he was a fellow student of Edward McDowell. He took the prize in solfeggio and piano playing. In 1884 he won the grand prize of Rome for a cantata.

Four years later he wrote a setting for Rossetti's Blessed Damosel for solo, female choir and orchestra. This was performed in Paris and by its success attracted the attention of the world to Debussy's work.

The Afternoon of a Faun has perhaps been the most admired and discussed of any of his works. It was first given at a concert in the Paris Conservatory in 1906 and has since been frequently given by well known orchestras notably the Chicago orchestra under Frederick Stock. Debussy's greatest work is his opera “Pelléas and Mélisande, the libretto being taken from Materlinck's drama of the same name. It was first produced in 1902 at Paris and was one of the most important musical events of Paris in recent years and called forth much discussion. In 1907 it was heard in New York with Mary Garden in the leading role.

The opera, from beginning to end, is in recitative yet according to the critics is unforced and spontaneous to an unusual degree. Debussy has written a great deal of music and along many lines, opera, piano, songs, orchestra and smaller combinations of stringed instruments.

He has been compared to Whistler,
the artist, in that his work is impressionistic. His music has a mysterious haunting quality that is difficult to grasp. Constant change of rhythm, unexpected modulation, accumulation of themes, a series of unexpected and rare combinations produce a vague-ness that only study and many hearings make understandable.

The musician will observe his extraordinary use of the chord of dominant ninth, which is almost a hallmark of his writings, and the particular use he makes of augmented intervals and suspensions is unexampled.

In his opera score the melodic phrase is always found in orchestra, yet it does not, as one might reasonably suppose, become monotonous.

Of his songs Maggie Teyte, the opera singer, says that: "One does not seem to be a soloist in singing Debussy's songs. Rather is one an integral but minor part of a tremen-
dous whole, every detail of which is essential. The sustaining value of the accompaniment is not to be over-estimated and one might say is the back-
bone of entire composition.

All modern French music is characterized by the frequent use of dissonances, one after another, without resolutions, which leaves the listener with a feeling of unrest, also the suc-
cession of open fifths. In a piano num-
ber of Rasel's are found 18 open fifth
sus in succession. But such is the won-
derful art and technical perfection of these men that these progressions do not affect the hearer as impossible effects.

DeBussy must be called a school in himself. He is the founder and head of the modern French school—the rest are more or less imitators, and no one has yet been found to stand beside him.

BEULAH A. HOOTMAN.

BASKET BALL.

For the first time in several years the Western Normal will have a "varsity" basket ball team. The usual class games will be run off with the idea of getting a large number of boys into the game. The various classes are not well supplied with material for representative teams so that a "Teachers" or Faculty team may take the place heretofore filled by the Rurals. The preps, seniors and juniors will have teams in the league as in the past.

There seems to be an unusual sup-
ply of good "varsity" material on hand. The only handicap that ap-
pears at present is the fact that none of the men have ever played together.

There will be a great deal of compe-
tition for the various positions. The most likely candidates for the forward stations are "Muggsy" Smith, Wesley Wilbur, Ernest Koob, and Jacobson. Of those who have reported for prac-
tice none have shown any special pro-
clivity to "hit the basket," except the rim. However, it is hoped that Wil-
bur will prove an exception and keep up the record he held while in Cold-
water H. S., where he did consistent work in securing points for his team. "Muggsy" is a great floor man and as soon as he learns to pass the ball with-
out holding it too long will be of great service to the team. Koob and Jacobson, though somewhat inexperi-
enced, will be a hard combination to beat out.

Of the guards, Baker is the most polished at present, with Hallberg and
Anderson showing much promise. Both are fast and aggressive and look like comers. Anderson can also be relied upon to play a good game at center. Sooy, Hootman and Miller should put up a great fight for the center position. The former is the shiftiest of the trio and more experienced, while both the others are good jumpers. Hootman is an accurate passer and has a good eye for the basket and when in condition should make a good man for any position. There are several other good men, but they have not been out long enough to show their true ability. Among these men are, Buys, Plough, Stewart, Curtis, Corbet, McIntosh and King.

The schedule is only partially completed, the following games being arranged:

Jan. 15—Battle Creek Training School at Kalamazoo.
Feb. 6—Albion College at Albion.
Feb. 13—Albion College at Kalamazoo.
Feb. 17—Battle Creek Training School at Battle Creek.

Undoubtedly two games will be played with each of the local schools—Kalamazoo College and High School and one game with Olivet College.

NOTES.

Glenn Mayer, full back on the 1910 and 1911 teams has been coaching Flint High School the past two seasons. He put the Vehics on the football map by winning eight straight games and losing only to the Detroit Central team in a game for the state championship.

Melvin Myers, the “old reliable” half back who played on the team in 1906-07 and ’08 is still at Port Huron. “Tub’s” team won five straight, losing only to the team coached by ex-Captain Mayer.

Walter Dewey had one of the best football teams in the Upper Peninsula at Norway, where he has charge of the Manual Training work in connection with athletics. Both Anderson and Hallberg played on the Norway team two years ago.

NEWS ARTICLES

AMPHICTYON SOCIETY.

The ending of the fall term marked a temporary close of a very successful and valuable period of activity in the Amphictyon Literary Society. During the term regular meetings, were held every two weeks at which were presented literary and musical programs highly enjoyable, complete and instructive. Two lectures were also given, one by Dr. Harvey on “Birds,” illustrated with slides and giving us a fine idea of the vast good and service rendered to us by our feathered friends; Dr. MacEwen, head of the literary department at Kalamazoo College, gave a delightful talk—“How to Think and Speak Well,” emphasized by numerous pointed, pithy and humorous anecdotes and sayings. At the final meeting Dec. 4, the election of officers for the coming term resulted in the choice of Sue App, president; Devona Montgomery, vice-president; Ruth Reynolds, secretary and Barrie Walworth, treasurer. After the business meeting, a joint program was given with the Normal Literary Society, the feature of which was a pronouncing contest of commonly mispronounced words, between the members of the two societies. After a spirited and fun-provoking contest, the Amphictyon won by an overwhelming majority.

The membership is over one hundred and the attendance has been good. The finances are in very satisfactory condition and the outlook for the continuance of the past successful work is very bright. In conclusion the benefits received through attendance, and participation by students in
literary organizations, is great, and every student in the Normal should be a member of some literary society and attend regularly.

A. C. Bowen, '14.

CHRISTMAS FESTIVAL.

The forenoon of the 12th of December will be remembered in our school annals as the time of the great Christmas Festival. The program as published in the December Record was carried out with great good will on the part of all participants, and, indeed, spontaneous acts of co-operation interpreting the spirit of the occasion at its best, were not infrequent.

The fundamental idea was to have a festive time with the maximum amount of enjoyment and the minimum amount of work; and the little work and the great enjoyment were to be distributed as nearly as possible to everyone in any way connected with the institution. And yet many of the features were so well done that frequent words of approval by guests were heard.

A very gratifying fact was the record attendance of patrons and friends of the school, which taxed the capacity of the gymnasium. Only the careful engineering by Miss Forncrook and her aids, could have carried through so miscellaneous and elaborate a program, without a general rehearsal, to satisfactory completion.

The eighth grade presentation of "A Masque of the Holy Night," "The Christmas Toy Shop" by students of the kindergarten department, the reviewing of the Christmas customs of the various nations by the "Spirit of Christmas" and her attendants—Peace, Good Will, Frolic and Happiness; as well as features too numerous to mention in the national custom reproductions, were sources of great delight and helped young and old alike to set their hearts in tune for Christmas.

KALAMAZOO TO HAVE STATE TEACHERS' ASSOCIATION.

The Executive Committee of the State Teachers' Association, at a meeting held in Ann Arbor, Dec. 19, decided to hold the 1914 session of the Association in this city. The meeting comes the last three days in October.

Plans for the general program are already under consideration, and officers of the many sections will be giving attention to their programs soon. The whole city will be actively enlisted in being host to the 7,000 teachers and educational officials whom the sessions will bring together.

Local educational institutions will be at their best for the inspection of visitors, and in efforts to make the stay of colleagues in the teaching profession a gloriously good and profitable time.

DR. MONTESSORI IN MICHIGAN.

During her three weeks' visit to America, immediately preceding Christmas, Dr. Maria Montessori, the famous Italian student of education, visited seven of the principal cities of the United States, and gave ten lectures by aid of an interpreter. Dr. Montessori made her tour under the personal direction of S. S. McClure of New York, who is the vice-president
and general manager of the American Montessori Association. Returning from Chicago the party stopped for a day at the Battle Creek Sanitarium, where Dr. Montessori lectured. President Waldo and Professor Heinhold of the Normal were in attendance.

NEWS NOTES.

The running track in the gymnasium has undergone an important change during the vacation. Cork carpet has been laid over the entire surface by the Narragansett Machine Company, experts in gymnasium equipment and the improvement is a much needed one.

President Waldo has been invited to address the Knife and Fork Club of South Bend, Indiana, during the winter. Included in the list of speakers on the club's program are Jacob Riis of New York, John Gunkel of Toledo, Opie Read and many other prominent persons.

During the vacation the library has been decorated, the reading rooms in green and the stack room in buff. The entire administration building is now tinted and presents an attractive appearance.

Miss Lavina Spindler of the faculty and Miss Sue App, a senior student, represented the Western Normal at the Student Volunteer meeting in Kansas City, Missouri, during the holidays.

Miss Lucy Gage took part in a teachers' institute at Frankfort, Michigan, December 11-12.

An assembly program in charge of students was presented on Tuesday, December 2, before an audience of students and teachers, who appreciated the efforts of the young men who appeared on the program. A brief report of current events was given most creditably by the following students: Donald Hootman—The Calumet Situation; Arthur Bowen—The Panama Canal; Ross Tuttle—President Wilson's Mexico Policy; William Killean—The Mexican Situation; Frank Bullock—Foreign Affairs. On this occasion two beautiful musical numbers were given, the first being a vocal number by Clarence Hoekstra and the second a two piano number by Miss Muilenberg and Professor Andersch, the latter of Grand Rapids. Mr. Hoekstra's voice is unusually pleasing and his number was heartily applauded. Both numbers received encores.

President Waldo was in Ann Arbor Friday, December 19, to urge a decision in favor of Kalamazoo for the Michigan State Teachers' Association next fall.

Instructors in the Normal spent the holidays in various parts of the country, many at their homes and others elsewhere. Miss Edith Barnum was in New York. Miss Lavina Spindler spent the vacation at her home in Lansing and in Kansas City, Mo. Miss Adele M. Jones was in Dayton, Ohio, for the holidays. Miss Shimer was at her home in Easton, Pennsylvania, during the vacation. Miss Iva Ferree was in Jonesboro, Indiana, her home, for the holidays. Miss Helen Frost and Miss Margaret Burns of the physical education department spent the holidays at Poughkeepsie, New York, and in New York City, where they took a special teachers' course in dancing. Miss Margaret Hutty of the domestic science department spent the vacation at her home in Grand Haven. Miss Elizabeth Zimmerman was in Chicago. Miss Emilie Townsend of the training school faculty was at her home in Grand Rapids. Miss Elva M. Fornecrook spent the vacation in Harrisburg, Pennsylvania. Dr. Cameron was at his home in Elkton, Maryland, during the holidays. Miss Lucy Gage spent a part of the vacation in Huntington, Indiana, and the remainder in Mount Vernon.

Miss Maude Parsons of the Latin department is planning to spend next
THE Annual January Sale—now in progress—is the cause of more favorable comment this year than ever before—must be because we put forth every effort to make this year’s event the most successful in the history of the store. And the ensuing days of the sale will be marked by many new Sale Items just as strong in value as those we’ve already given you, so watch our daily store news.

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summer abroad, leaving in June with Miss Mary Power of Detroit.

Preceding the presentation of the "Messiah" Prof. George Sprau spoke in assembly on Tuesday, December 9, on this subject. Victrola numbers were given from the oratorio and the program closed with Christmas songs by the entire assembly.

Miss Gage addressed the Y. W. C. A. of the Normal on "Woman in the Home," Wednesday, December 10.

The Normal Council met in Kalamazoo Friday, December 5, when Presidents C. T. Grawn of Mount Pleasant Normal, C. F. McKenny of Ypsilanti, J. H. Kaye of Marquette and President Waldo of Western Normal were present. Mr. Grawn and Mr. Kaye visited the Normal during the day.

A recent announcement from Battle Creek states that the marriage of Miss Ruth Sharpsteen, a graduate of the art department in the class of 1913, to Mr. Roy Wood of that city took place at Thanksgiving time. They are residing in Battle Creek.

Miss Clara Ellis, who graduated from the Normal in the spring of 1913, was married at Thanksgiving time to Mr. George Doxey of Battle Creek, where they will reside.

The marriage of Miss Margaret Logan of Ionia to Mr. Ralph Windoes, a Normal graduate, was celebrated in Ionia November 27. They are in their new home at Davenport, Iowa, where Mr. Windoes has charge of manual training in the public schools.

Mary Blackman, who graduated from Rural Course 1 in December, is teaching at New Buffalo.

W. A. Adams, who spent a few weeks here in the fall term, is now

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H. H. Sevey, here last term, is now teaching in Ottawa county.

The fall term of the Normal has been one of unusual promise for the Erosophian society, which has prospered as never before in its history. The meetings, which are bi-monthly, have had an average attendance numbering between seventy and eighty, and the programs, which have been furnished by the English classes in the High school, have been spirited and interesting. During the winter term the main interest will center in the debating and oratorical work. There is an unusual spirit of fellowship among the members, who held one large social meeting in November and are planning for an evening function some time during January or February.

On Wednesday, December 17, Miss Alice Marsh went to Athens to talk before the Mothers' club on the question of "Solidarity." The club is a "live wire" organization, due to the initiative and enterprise of one of the Normal's graduates, Miss Suzanne Bartzen. Miss Marsh found a very strong feeling in favor of Western Normal, which numbers ten students from that locality this year, many of whom were present at the meeting. In the morning, at the request of Supt. Harmon, Miss Marsh addressed the students of the High school on "Trying on Caps." Both addresses were received with enthusiasm.

At the meeting of the Western Michigan Industrial and Art Association held in Muskegon December 5, two Normal instructors were elected to offices, M. J. Sherwood being elected vice-president and A. E. Bowen a member of the executive committee. Mr. Bowen was also appointed a member of a committee composed of Harold Edwards, instructor in machine shop practice at the Hackley Manual Training school, Muskegon, and Mr.
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Hodges, instructor in machine shop practice, Union High school, Grand Rapids, to lay out a course in machine shop practice. The next meeting will be held in February probably in Grand Rapids. The membership of the association is composed of supervisors and instructors of manual training of all the cities of western Michigan.

Commissioner F. E. Robinson of Branch county has favored the Record with an interesting summary of his fall campaign of visitation and supervision. This may be seen in the contributed articles.

The Rural Sociology Seminar will meet January 16. Music will be contributed by Margaret Goodrich and Flora Marrick. Frank Kolar will make his inaugural as president and topics will be presented by Cora Kemstra, F. M. Ayers, Hattie Kemstra, Clarence Smith and Violet Reynolds. Miss Koch will speak on “The Michigan Agricultural College.”

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